DOCUMENT RESUME

ED 155 264 UD 018 282

TITLE	Educational Opportunities Through Federal Assistance Programs, Fiscal 77.
INSTITUTION	Ohio State Dept. of Education, Columbus.
PUB DATE	77
NOTE	25p.; This document contains many photographs which are not reproducible.
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Annual Reports; *Compensatory Education; Educationally Disadvantaged; Educational Opportunities; *Educational Programs; Elementary Secondary Education; Handicapped Children; Migrant Child Education; Minority Groups; Public Education; *State Departments of Education; *State Federal Aid; Statistical Data
IDENTIFIERS	*Elementary Secondary Education Act Title I; *Elementary Secondary Education Act Title IV

ABSTRACT

In this publication, the 12th annual report of the Division of Federal Assistance in the Ohio Department of Education, division activities during the 1976-77 school year are summarized. Statistical, fiscal, and graphic data are presented. The purpose, size and scope of various programs administered by the division are reviewed. The impact of educational opportunities provided through various acts and titles are explained in an assessment of progress made during the past five years. During fiscal 1977, the Division of Federal Assistance was responsible for seven distinct areas covered by the Elementary and Secondary Education Act. These included four Title I programs, designed to meet the instructional needs of educationally disadvantaged, handicapped, and institutionalized children and children of migratory agricultural workers; two Title IV programs; and an Adult Basic Education program. Three other Federal programs were also delegated to the division. (Author/GC)

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Educational Opportunities

through federal assistance programs

FISCAL 1977

ED155264

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STATE OF OHIO, DEPARTMENT OF EDUCATION

Division of Federal Assistance: An Overview

This publication, the 12th annual report of the Division of Federal Assistance in the Ohio Department of Education, summarizes division activities during fiscal 1977 (the 1976-77 school year and the summer that followed). In addition to presenting statistical, fiscal, and graphic data, the report is designed to help educators and other interested persons to:

- Understand the various programs administered by the division.
- Review the size and scope of these programs.
- Comprehend the past, present, and potential impact of the educational opportunities provided through the various acts and titles.
- Recognize the progress made during the past five years.

During fiscal 1977, the Division of Federal Assistance had seven distinct areas of responsibility connected with the Elementary and Secondary Education Act (ESEA):

- Basic Title I, designed to meet critical instructional needs of selected educationally disadvantaged children.
- Special Title I, designed to meet the instructional needs of children of migratory agricultural workers.
- Special Title I, designed to meet the instructional needs of handicapped children in state-operated and state-supported schools.
- Special Title I, designed to meet the instructional needs of orphaned, neglected, and delinquent children in state-operated schools.
- Title IV-B, which provides funds for library resources and other learning materials.
- Title IV-C, that portion which provides funds for strengthening leadership capabilities of the Ohio Department of Education.
- Adult Basic Education, designed for individuals sixteen or older who have less than a high-school education or its functional equivalent.

Responsibility for three other federal programs was also delegated to the division:

- Public Law 81-874, which provides funds for the maintenance and operation of schools in districts where federal activities impose a financial burden.
- Public Law 81-815, which provides funds for the construction of school facilities in districts having substantial increases in enrollment as a result of federal activities.
- Amendments to Public Laws 81-874 and 81-815, which provide funds to school districts replacing or restoring facilities destroyed or damaged as a result of pinpoint or major natural disasters.

Division Services

Major services provided by the Division of Federal Assistance to local school districts and to state-operated schools eligible for funds are:

- Assistance in the planning and development of project proposals.
- Review of project proposals received from applicant agencies.
- Assistance with revision of proposals to meet state and federal guidelines.
- Approval of project proposals.
- Assistance with project implementation, staff development, evaluation, fiscal accounting, reporting, and dissemination of information.
- Determination of allocations, disbursement of funds, and preparation of statistical and financial reports to state and federal agencies.

The principal means by which division staff members provide information about the various programs are (1) office conferences; (2) field services; (3) meetings with local staffs; (4) state and regional workshops and meetings; and (5) publications and audiovisual presentations.

Conferences and Workshops

During fiscal 1977, numerous conferences and workshops were sponsored by the Division of Federal Assistance. Major events included a two-day conference for Title I parent advisory council members and parent coordinators; five regional meetings on Title I evaluation, four meetings with major city Title I coordinators, a meeting for new Title I coordinators and clerk-treasurers, an interstate Adult Basic Education conference on dissemination of information, three conferences for Ohio ABE coordinators; and various meetings for migrant education coordinators, teachers, aides, and support personnel.

Dissemination of Information

Guidelines for Title I and certain other federally funded programs require the state educational agency to disseminate pertinent information.

The Division of Federal Assistance distributes printed information about guidelines, application procedures, and promising educational practices. Publications for fiscal 1977 included:

The Clipboard. A periodic report about programs administered by the Division of Federal Assistance.

Educational Opportunities Through Federal Assistance Programs. The annual report of the Division of Federal Assistance.

¡Manden Sus Hijos a la Escuela! Send Your Children to School! A bilingual brochure and poster urging migrant parents to enroll their children in one of the listed programs.

Program Profiles. A handbook with profiles of federally funded programs administered by the Ohio Department of Education.

Title I in Ohio: Eleventh Annual Evaluation of Title I ESEA, Fiscal 1977. A statistical report.

39,000 Students and Growing. An Adult Basic Education recruitment flyer incorporating a "You Can" theme.

In addition, a slidefilm on migrant education in Ohio was produced and shown to parents, teachers, other school employees, and community service organizations. Sound is recorded in both English and Spanish.

Publication Awards

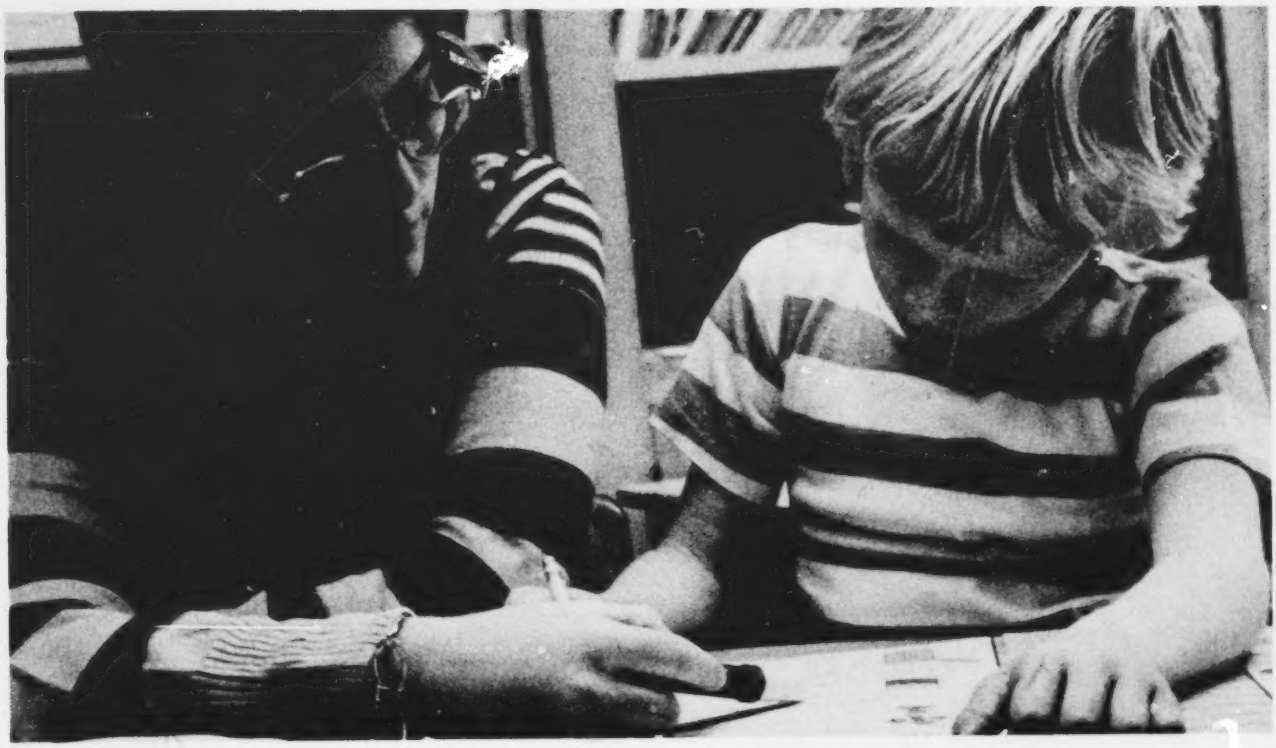
The Ohio Department of Education received six awards in 1977 for Division of Federal Assistance publications.

Title I in Ohio fiscal 1975 edition, received two distinguished achievement awards for excellence in educational journalism from the Educational Press Association of America. One award was for an exemplary special publication, the other for noteworthy graphics.

The Clipboard and *Educational Opportunities Through Federal Assistance Programs* were honored with awards of distinction for excellence in educational communication by the National Association of State Education Department Information Officers. *Title I in Ohio*, fiscal 1976 edition, and *¡Manden Sus Hijos a la Escuela! Send Your Children to School!* earned honorable mention certificates in this same awards program.

Robert Millisor, Deputy Inspector, Office of Auditor of State; R. A. Horn, Executive Director of Compensatory and Habilitative Education, Ohio Department of Education

Velma James, Education Program Specialist, U.S. Office of Education



Basic Programs for Disadvantaged Youth

Title I of the Elementary and Secondary Education Act is funded on the premise that localities with high concentrations of low-income families also have high concentrations of children who are educationally disadvantaged. School districts receive grant awards to provide supplementary instruction for such students.

Each allocation is based on a formula dependent on the number of children aged five through seventeen residing in the district who are:

- From low-income families.
- From families receiving Aid for Dependent Children.
- In institutions for neglected or delinquent children.
- In foster homes in the district.

School District Participation

Nearly all school districts in Ohio qualify for funds and, except for a few with small allocations, most participate.

Fiscal Year	Districts Participating	Percent of All Districts
1973	589	95%
1974	594	96
1975	596	97
1976	598	97
1977	599	97

Summary of Grant Awards

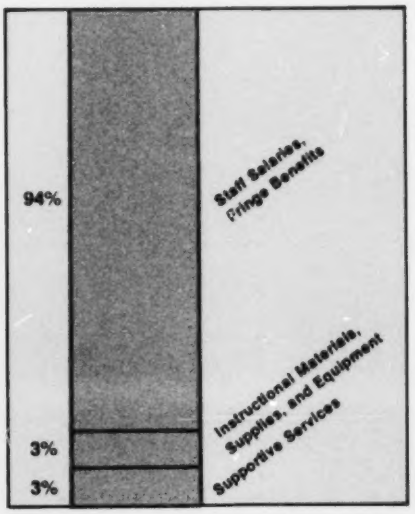
Grant awards to Ohio school districts for basic Title I programs for the last five years total just under $250,000,000. The amount for fiscal 1977 was the highest ever. The reason fewer students were served is that services were more concentrated so that higher percentages of the most needy students could be academically successful.

Fiscal Year	Grant Award*
1973	$48,949,621
1974	46,624,859
1975	51,372,321
1976	49,190,987
1977	51,107,975

*Including Part C funds in 1973-1976.

Expenditures by Major Categories

During 1977, ninety-four percent of all Title I expenditures went for salaries and related fringe benefits, including inservice education. Another three percent was spent for instructional materials, supplies, and equipment. The remainder was for supportive services.



Expenditures by Regular and Summer Term

Of 599 Ohio school districts using Title I funds in fiscal 1977, ninety-six percent provided regular term instruction only. Four percent had Title I activities during both regular and summer terms. Only three districts had summer instruction only.

Nearly all Title I money is now used during the regular term. The reason is that participating children can be helped on a more concentrated basis. In fiscal 1977, ninety-nine percent of all expenditures went for regular term programming.

Fiscal Year	Regular Term Expenditures	Summer Term Expenditures
1973	92%	8%
1974	91	9
1975	95	5
1976	97	3
1977	99	1

Expenditures by Major Instructional Areas

Over eighty percent of all Ohio Title I money was used for reading instruction in fiscal 1977. Mathematics was a distant second, with preschool education third in importance.

Fiscal Year	Reading	Mathematics	Preschool Education	Other*
1973	75%	7%	12%	6%
1974	75	9	11	5
1975	76	9	10	5
1976	78	10	9	3
1977	81	10	8	1

*Tutorial, special education, and vocational education

Participant Selection and Enrollment Trends

After identifying its qualifying attendance areas, a district determines the most crucial educational needs of all children living in these areas. Services are planned to help students most in need of supplemental instruction. Nonpublic students residing in the qualifying areas and students in homes for orphaned, neglected, and delinquent children are included in the planning.

Sixty-four percent of the children participating in Title I during fiscal 1977 were enrolled in grade three or below. Thirty-two percent were in grades four to six. The low percentage of participants in grade seven and above does not mean there are no educationally disadvantaged secondary school students. Instead, it indicates that priorities have been established in line with current levels of funding.

Fiscal Year	Participants	Grade Ranges			
		PreK-K	1-3	4-6	7-12
1973	123,340	10%	53%	28%	9%
1974	122,629	10	55	27	8
1975	130,361	10	50	31	9
1976	132,938	10	52	31	7
1977	125,044	10	54	32	4

Participant Expenditure Trends

In fiscal 1977, the 115,803 children in regular term activities only were served at an average cost of $441 each. Cost for the 3,791 students in summer term activities only averaged $75. Cost for the 5,450 enrolled both terms totaled $516. One trend to note is that expenditures are decreasing for the average summer term participant, concrete evidence that Title I services in Ohio are concentrated in the months children are already in school.

Fiscal Year	Average Participant Expenditure		
	Regular Term	Summer Term	Both Terms
1973	$376	$101	$477
1974	408	136	544
1975	430	111	541
1976	438	94	532
1977	441	75	516

Student Progress

Standardized tests are used to check student progress. A test is given when students begin Title I instruction in the fall and again near the time instruction ends in the spring. Differences in test scores are reported in normal curve equivalent (NCE) units.

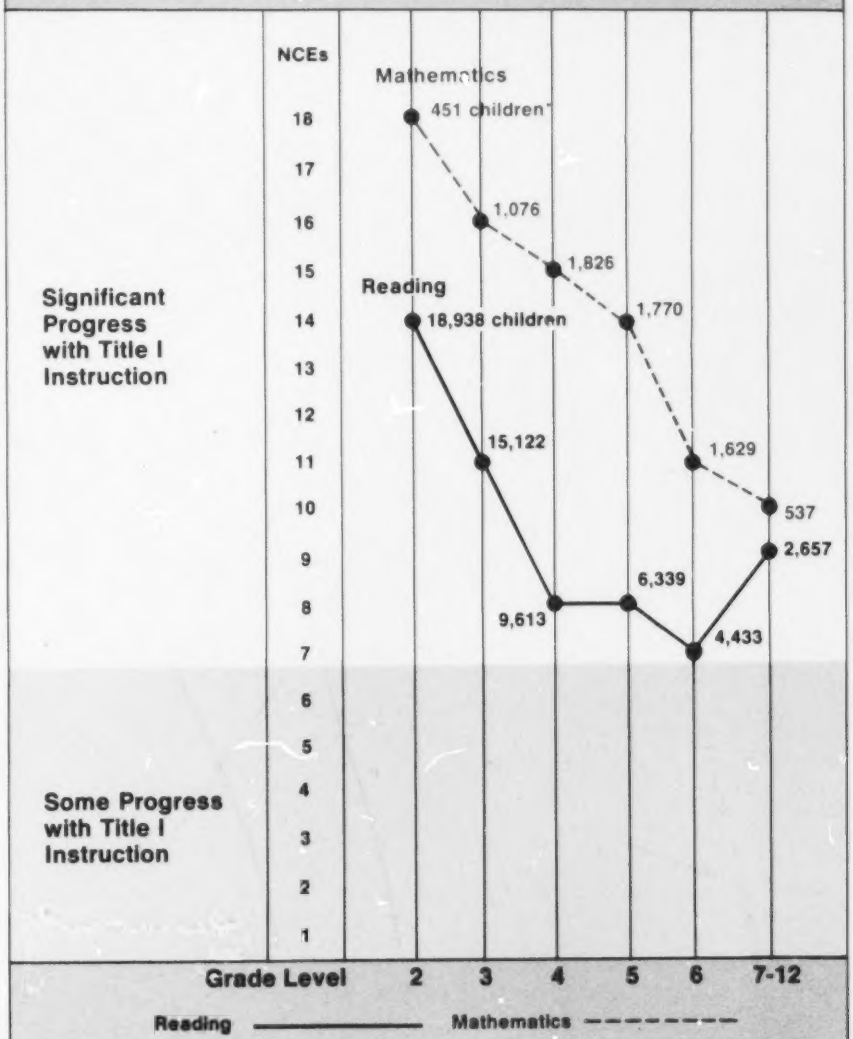
The NCE system of reporting is especially designed to measure academic gains which can be attributed to extra instruction provided by Title I. This evaluation model, used for the first time in fiscal 1977, is designed for students in grade two and above. A gain of seven or more NCEs is considered significant.

Statewide, 105,211 students were in Title I reading during the regular term and 8,188 during the summer. Overall average gain was eleven NCEs. Especially encouraging was the fact that average gains were the greatest in grades two and three where the largest numbers of students were served.

A total of 11,129 students received extra mathematics instruction during the regular term and 6,513 during the summer. Overall gains averaged fourteen NCEs. Gains in mathematics were higher at every grade level than those for reading, but it should be kept in mind that considerably fewer students were served in the mathematics area.

A more detailed explanation of the impact of Title I instruction and the NCE system of reporting is included in *Title I in Ohio*, a separate report prepared by the Division of Federal Assistance.

Average NCE (Normal Curve Equivalent) Gains



*Gains reported are for the children in grades two and above who received Title I instruction during the regular term and for whom pretest and posttest scores were available.

Parent Involvement

Parent involvement is a very important means of improving Title I effectiveness. In fiscal 1977, nearly 8,400 parents served as members of district-wide parent advisory councils.

For the second year, building-level councils were also required and nearly 16,000 parents served as members.

Thousands of other parents were involved in classroom observations and group meetings held in addition to council meetings.

Fiscal Year	Number of Parents Involved			
	District-Wide Councils	Building-Level Councils	Classroom Observations	Group Meetings
1973	6,168	—	34,705	29,876
1974	6,353	—	35,102	28,122
1975	6,486	—	34,509	33,012
1976	6,418	14,745	34,264	28,249
1977	8,379	15,727	30,241	28,969

Title I Successes

Several reasons for the success of Title I in Ohio in fiscal 1977 are apparent:

- Concentrated efforts to serve selected educationally disadvantaged children.
- Trust in good teachers rather than materials and equipment.
- Emphasis on needs assessment and diagnostic-prescriptive instruction.
- Coordination of Title I and classroom instruction.
- Meaningful involvement of parents in advisory and planning roles.

Title I Limitations

A generally accepted principle of Title I is that concentrated services must be provided to individual children if substantial progress is to be made. It follows that a substantial number of dollars must be used per child.

When limited funds are available to school districts having many eligible children, not all the children who meet the selection criteria can be served. In 1977, only thirty-one percent of the qualifying children in Ohio could be served.

Fiscal Year	Children Qualifying	Percent Served
1973	371,340	33%
1974	375,205	33
1975	365,586	36
1976	468,993	28
1977	408,441	31

Title I has been, and is now, funded at a much lower level than authorized by Congress. The percent of qualifying building attendance areas that receive Title I services has ranged from seventy-seven to eighty-five percent in the last five years.

Fiscal Year	Buildings Qualifying	Percent Served
1973	2,579	77%
1974	2,577	76
1975	2,612	78
1976	2,561	80
1977	2,652	85

Title I Challenges

Title I is working in Ohio, but much more must be done before the instructional needs of all eligible children are met.

Several courses of action by school administrators are indicated to assure Title I's future:

- Continue to use available funds prudently.
- Encourage teachers, principals, and parents to work together to plan and carry out Title I instructional activities.
- Urge teachers to develop an individual instructional plan for each child receiving Title I help.
- Seek ways to motivate more participants to improve their reading skills.
- Convince legislators and the public through the development of interesting publications and audio-visual presentations that Title I helps children.

Concerned parents and educators must also convince members of Congress that:

- Title I has helped thousands of children annually to improve their ability to read and to be successful in school.
- Much remains to be done to help thousands of additional educationally disadvantaged children each school year.
- Local school districts and states cannot solve educational problems alone. *Federal aid is essential.*

Special Programs for Migrant Children

Educational programs for children of migratory agricultural workers are funded through special provisions in Title I of the Elementary and Secondary Education Act. In fiscal 1977, thirty Ohio school districts participated and 5,791 children were enrolled. Instructional emphasis is on helping children develop English language skills. Oral language, in particular, is stressed as a preparation for reading instruction.

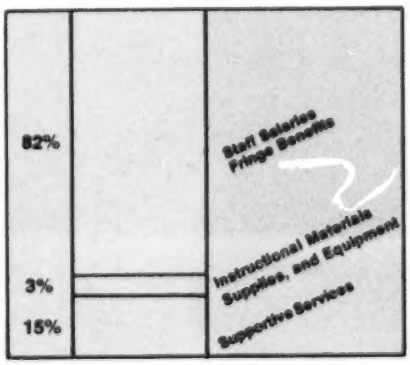
Summary of Grant Awards

During the past five years, the funds available for educational services for migrant children in Ohio have averaged $1,470,000 annually.

Fiscal Year	Grant Award
1973	$1,394,026
1974	1,479,833
1975	1,485,283
1976	1,490,065
1977	1,489,974

Expenditures by Major Categories

Eighty-two percent of the money used in fiscal 1977 went for staff salaries and fringe benefits. Because of the nature of migrant education, supportive expenses tend to run higher than in other Title I programs. During the summer months pupil transportation, food, and health services are provided. Other supportive services include student recruitment and transmission of health and educational information to a national data bank.



Programs and Participants

Thirty Ohio school districts were involved in migrant education in fiscal 1977, one less than in 1976. Enrollment was down slightly from that of fiscal 1976.

Fiscal Year	Districts	Participants
1973	33	5,555
1974	32	4,548
1975	32	6,186
1976	31	5,866
1977	30	5,791

Participants by Grade Ranges

In fiscal 1977, sixty-one percent of the migrant youngsters receiving Title I instruction were enrolled in grades one through six. Another twenty-one percent were in prekindergarten or kindergarten. An encouraging trend was that eighteen percent were in grades seven through twelve, up three percent from fiscal 1976.

Fiscal Year	Grade Ranges			
	PreK-K	1-3	4-6	7-12
1973	15%	42%	32%	11%
1974	19	41	29	11
1975	23	37	28	12
1976	21	37	27	15
1977	21	33	28	18

Highlights and Accomplishments

Fiscal 1977 highlights and accomplishments for migrant education in Ohio include the following:

- Five school districts—Canton City, Evergreen, Genoa Area, Leipsic, and Vanguard Joint Vocational—conducted summer evening classes for over 250 high school students. Of these, 118 had from one quarter to one unit of credit transferred to schools of their choice in Texas, Florida or wherever they plan to graduate.
- Nine districts, two more than in 1976, used the *Early Assessment of Readiness for School* approach to identify the visual, auditory, motor, and language abilities of five- and six year-old children.
- Every district employed a person on a full- or part-time basis to encourage parents to enroll their children in the nearest migrant school and assist with other aspects of home-school liaison.
- The Migrant Education Center staff at Leipsic provided services to local districts. Activities included consultant services, development of instructional and recruitment materials, and distribution of media resources.
- State-sponsored workshops were held for various groups including administrators, teachers, aides, recruiters, transfer record clerks, nurses, and cooks.
- A regional approach to inservice education got underway during the year. Meetings were held in each of the five regions into which the state is divided.
- Ohio's terminal for the national Migrant Student Record Transfer System continued to send and receive telephone information about migrant children living in Ohio communities.
- A slidefilm, titled *Migrant Education in Ohio*, was prepared for use by program coordinators and recruiters. Sound is recorded in both English and Spanish.

Special Programs for Handicapped Children in State-Operated Schools

Title I of the Elementary and Secondary Education Act, as amended, provides supplementary funds to meet identified educational needs of handicapped children in state-operated schools. Two agencies in Ohio—the Department of Mental Health and Mental Retardation and the Department of Education—operate schools which qualify.

In fiscal 1977, the Department of Mental Health and Mental Retardation provided Title I services to 6,570 youngsters. Participants included mentally retarded children in residence at Apple Creek, Broadview, Columbus, Gallipolis, Mt. Vernon and Orient state institutions. Title I services were also provided to emotionally disturbed youngsters under treatment in Columbus, Dayton, and Sagamore Hills psychiatric hospitals and at St. Vincent Children's Center. In a third area, services were provided to trainable mentally retarded children in schools operated by county boards of retardation under the auspices of the Ohio Department of Mental Health and Mental Retardation.

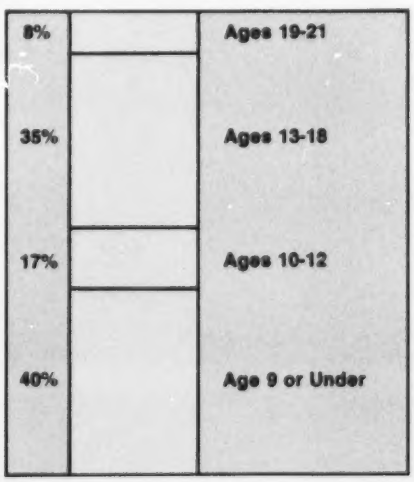
The Ohio Department of Education provided Title I services to 570 selected children in residence at the State School for the Blind and the Ohio School for the Deaf.

As indicated below, the total number of students served through Title I was less in 1977 than in 1976. Reasons for this included more concentrated services in areas of greatest need and reduced populations at several of the institutions.

Fiscal Year	Participants
1973	2,142
1974	7,435
1975	10,965
1976	8,265
1977	7,140

Participants by Age Ranges

In fiscal 1977, forty percent of the handicapped children involved in this area of Title I were age nine or under. Percentages of students in this and other age ranges are shown below.



Instructional Activities

Instructional activities for these handicapped children were diversified. Institutionalized mentally retarded youngsters were involved in language development experiences, pre-vocational workshop training, and physical development. Instruction for hospitalized emotionally disturbed children was primarily directed toward improvement of reading and math skills.

Educational needs of trainable children in schools operated through county boards of retardation are quite varied. One reason is that many of the children are nonambulatory or multihandicapped in other ways. Services provided through Title I included basic skills training, speech training, physical development activities, and home instruction.

Title I at the School for the Blind included mobility training, speech therapy, and improved psychological services. Students at the School for the Deaf were provided speech therapy, work-study classes, and occupational counseling.

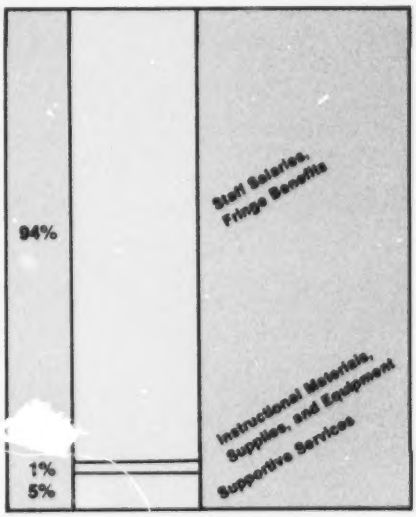
Summary of Grant Awards

A significant change in educational opportunities available for handicapped children took place late in fiscal 1973 when funds were allocated for trainable mentally retarded youngsters. Because of late funding, these children could not be served within the year and, from that time, funds have been carried forward for use in the following year.

Fiscal Year	Grant Awards
1973	$4,560,804
1974	5,154,655
1975	5,154,655
1976	5,154,655
1977	5,560,236

Expenditures by Major Categories

Of funds spent in fiscal 1977, ninety-four percent was used for staff salaries, contracted personal service contracts, and fringe benefits.



Efforts and Achievements

The following are typical of Title I efforts and achievements related to handicapped children in state-operated schools:

- Several thousand trainable mentally retarded children learn such taken-for-granted skills as sitting without support, toilet training, self-feeding, making intelligible sounds, and communicating with their teachers and parents.
- Parents of trainable children were involved in many instances so that skills learned at school could be practiced and used at home.
- Speech therapy and mobility training were especially effective at the State School for the Blind.
- Nineteen high school seniors at the Ohio School for the Deaf were provided job-placement counseling and assistance in pursuing employment leads. Seventeen got jobs and two went on the college.

Special Programs for Orphaned, Neglected, and Delinquent Children in State-Operated Schools

Through special provisions in Title I of the Elementary and Secondary Education Act, educational programs for orphaned, neglected, and delinquent children are conducted in state-operated schools. The Ohio Youth Commission, the Ohio Department of Rehabilitation and Corrections, and the Ohio Soldiers and Sailors Orphans Home receive funds.

During fiscal 1977, the Ohio Youth Commission used Title I funds to help 1,205 delinquent youngsters in ten schools. Emphasis was placed on remedial and developmental reading instruction. Another activity was supplemental math instruction.

The Ohio Department of Rehabilitation and Corrections provided reading and math instruction to 358 eighteen- to twenty-year-old men serving terms at the Mansfield Reformatory and the Lebanon Correctional Institution.

The Ohio Soldiers and Sailors Orphans Home provided 126 orphaned and neglected residents extra reading and math instruction, tutorial assistance, and speech therapy. Supportive activities included development of motor coordination, perceptual training, and psychological services.

Fiscal Year	Participants
1973	1,045
1974	1,295
1975	1,625
1976	1,538
1977	1,689

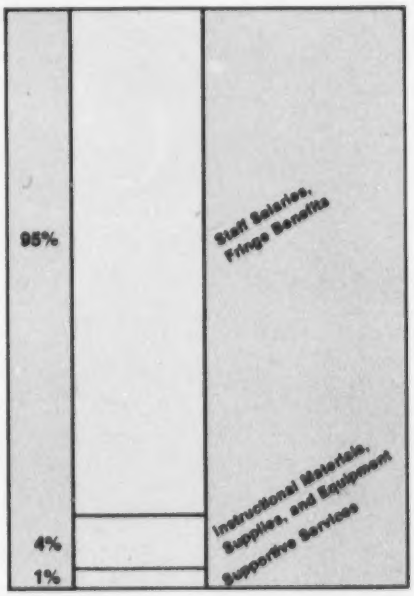
Summary of Grant Awards

Funds available for special educational programs for orphaned, neglected, and delinquent youngsters in state-operated schools have averaged just over $1,000,000 for the past five years. In fiscal 1977, the grant award was the same as in 1976, but the number of students served was slightly higher.

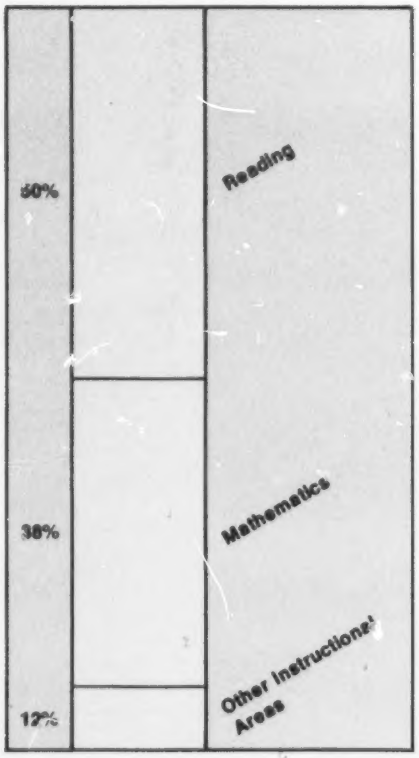
Fiscal Year	Grant Award
1973	$1,073,130
1974	967,395
1975	967,395
1976	1,016,371
1977	1,016,371

Expenditures by Major Categories

During fiscal 1977, ninety-five percent of all expenditures went for staff salaries, personal services contracts, and fringe benefits. The remainder was for instructional resources and supportive services.

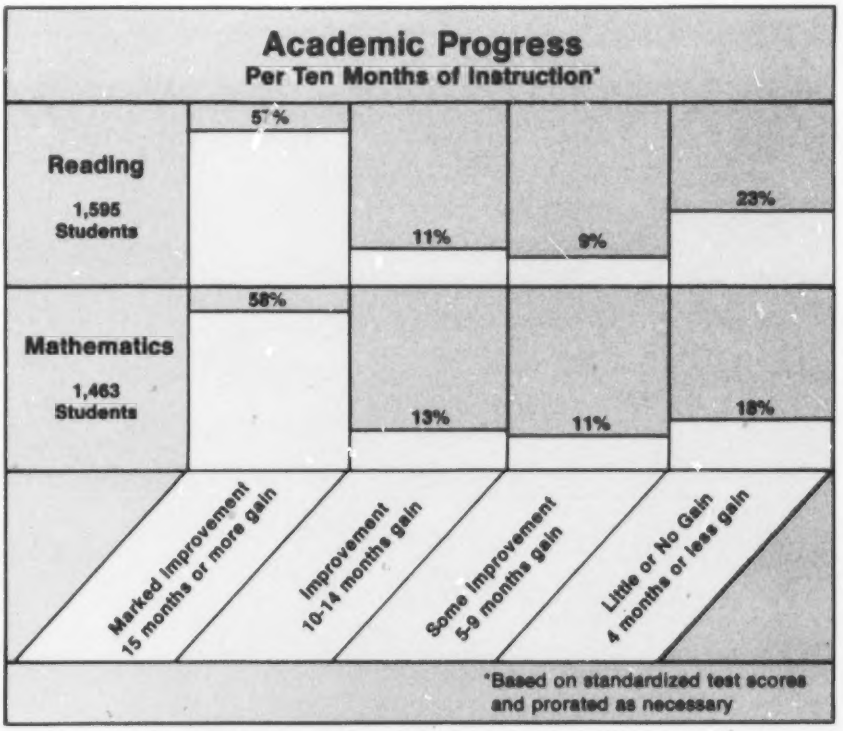


Expenditures can also be categorized by major instructional areas. In fiscal 1977, eighty-eight percent was divided between reading and mathematics instruction. Other instructional areas included special education and tutorial services.



Student Progress

Most of the 1,689 participants in fiscal 1977 received extra instruction in both reading and mathematics. To evaluate the effectiveness of this instruction, standardized tests were used to check students' skills when they began instruction and again when instruction ended. Outstanding success was reported in reading with fifty-seven percent of 1,595 students gaining fifteeen months or more. Fifty-eight percent of 1,463 students gained fifteen months or more in mathematics.



Grants for Library Resources and Learning Materials

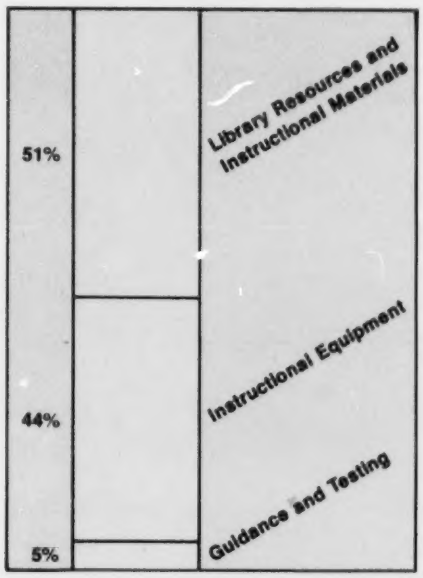
Fiscal 1977 was the first year funds were completely consolidated under ESEA Title IV-B. The funds allocated to each school district can be used for three purposes: library resources and instructional materials; instructional equipment; guidance and testing materials or services. Choice of distribution among these purposes is at the local level.

Grant Awards for Library and Learning Resources

Fiscal Year	ESEA Title IV-B	ESEA Title II	NDEA Title III	Total
1973	—	$5,018,691	$2,544,565	$7,563,256
1974	—	4,536,791	1,379,208	5,915,999
1975	—	4,876,045	1,011,659	5,887,704
1976	$3,124,091	2,271,422	655,803	6,051,316
1977	7,053,261	—	—	7,053,261

Expenditures by Major Categories

Of funds spent in fiscal 1977, fifty-one percent was used for former ESEA Title II types of purchases—school library resources and instructional materials. Forty-four percent was for equipment which would previously have been purchased with NDEA Title III funds. The remaining five percent was used for guidance and testing materials and services, which were once provided for in a portion of ESEA Title III.



Title IV-B Impact

Nearly all of Ohio's 616 city, exempted village, and local school districts use their Title IV-B allocation. Others receiving and using funds include joint vocational school districts and state-operated schools for the handicapped, orphaned, and delinquent. In fiscal 1977, there were 656 projects approved.

Impact and benefits vary from district to district, but nearly all students benefit directly through the availability of new library books, motion pictures, filmstrips, multimedia resources, or other instructional materials. Additional or replacement projectors and other audiovisual machines improve learning opportunities. Expenditures in the guidance and testing area are usually for up-to-date testing materials.

Apparent indirect benefits during the years that federal funds have been available include:

- Increased numbers of elementary media centers in place of unorganized classroom collections.
- Willingness of boards of education to employ additional, qualified school librarians.
- Improved cataloging of library books, audiovisual materials, and other learning materials.
- Greater variety of high quality, current collections of books and media resources.
- Improved opportunities for students to learn library and research techniques at an earlier age.
- Additional equipment to help teachers use a greater variety of instructional techniques, which help students learn in different ways.
- A shift of emphasis from teacher-operated equipment to student-operated equipment.
- Improved testing, counseling, and guidance services.

Programs for Strengthening the Ohio Department of Education

Strengthening the leadership capabilities of state educational agencies is the purpose of Section 431(a)3 of ESEA Title IV-C. Grant awards for the last five years total over $8,400,000.

Fiscal Year	Grant Awards
1973	$1,583,248
1974	1,278,293
1975	1,259,881
1976	2,504,607
1977	1,788,373

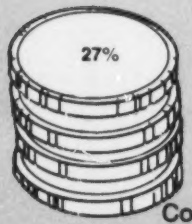
Expenditure Patterns

Services provided and expenditure patterns for fiscal 1977 are shown on page 17.

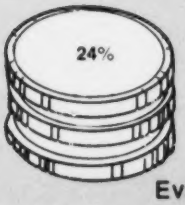
Fiscal 1977 Highlights

Federal funds help the Ohio Department of Education improve leadership and consultative services to the state's 616 school districts in numerous ways. Noteworthy activities supported in fiscal 1977 included:

- A new automated data processing system provided speedier, more efficient disbursement of funds for school food services.
- Extensive data was collected on the use of energy by Ohio schools and on possible alternative systems during times of crises.
- The Division of Teacher Education and Certification completed its first five-year cycle of indepth evaluation of Ohio teacher education institutions.
- The Division of Teacher Education and Certification also developed and piloted a new computerized certificate application procedure for teachers and school administrators.
- Legal services were provided in conjunction with 13 court suits.
- Department personnel provided leadership in the development of "Classroom Extra" pages of daily newspapers for the 20 days numerous Ohio schools were closed because of energy shortages.
- The pupil transportation section of the Division of School Finance conducted its first workshop for school bus mechanics with 200 in attendance. Another activity was a workshop for 200 pupil transportation directors.
- Five regional conferences were held for school officials with responsibilities for state-funded disadvantaged pupil programs.
- Guidelines for teaching English as a second language and for complying with federal regulations were distributed to school districts serving bilingual students.
- A two-day inservice meeting was held for all members of the department's professional staff.

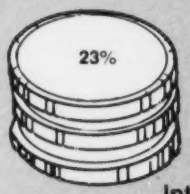


Consultative services to Ohio school districts in urban education, state-funded programs for disadvantaged pupils, special education, adult education, art, music, physical education, and pupil transportation.



Evaluation of elementary and secondary schools, certification of school personnel, and review of teacher education provided by Ohio colleges and universities.

State-level leadership, including development of specialized curriculum materials, provision of legal services, coordination of federal grant programs, and inservice education for the professional staff.



Internal support for fiscal control, collection and processing of data, graphic arts production, and communications.

Adult Basic Education

Adult Basic Education (ABE) is for persons sixteen years of age or older who have less than a high school education or its functional equivalent. Highlights for fiscal 1977 included:

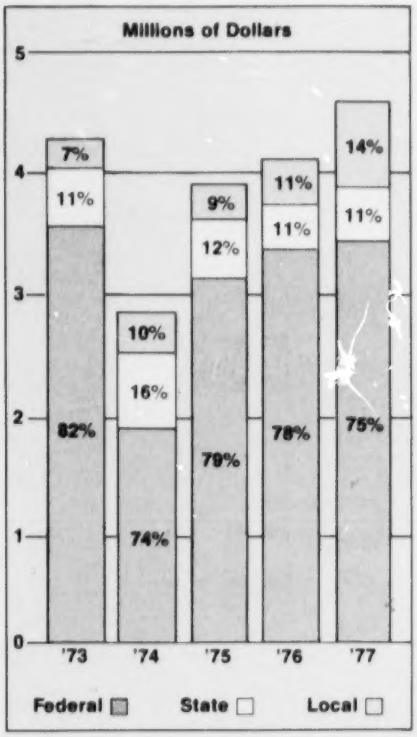
- Enrollment decreased from 39,483 students in fiscal 1976 to 34,361 in fiscal 1977. Reasons for this thirteen percent decrease included disruptions caused by energy shortages, adverse weather, and school closings for fiscal reasons.
- Enrollment of students learning English as a second language increased from 3,329 in 1976 to 3,433 in 1977.
- A total of 15,175 students, or forty-four percent of all enrollees, studied in learning centers rather than formal classroom settings.
- Outreach efforts included home instruction in several Appalachia counties, instruction for inmates in correctional facilities, and classes in drug rehabilitation centers.

Summary of Funds Available

ABE funds come from three sources: federal, state, and local. During the past five years, federal funding has averaged just over $3,000,000. Even in a time when school funds and contributions by cooperating agencies are hard to come by, local contributions in actual dollars or donated services increased by thirty-four percent in fiscal 1977.

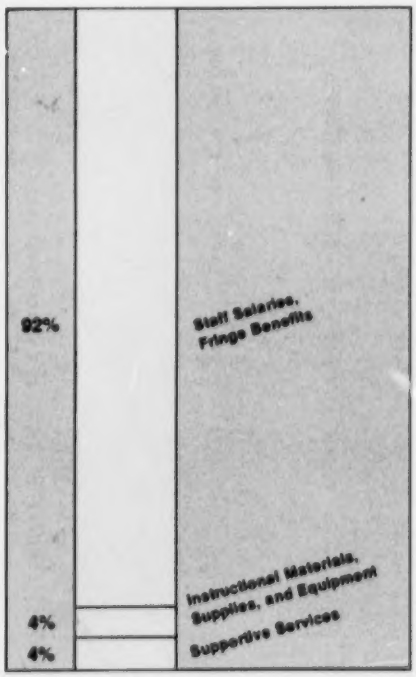
Funds Available for Adult Basic Education				
Fiscal Year	Federal Grant	State Grant	Local Funds	Total
1973	$3,428,614	$465,000	$267,368	$4,160,982
1974	2,105,258	465,000	292,854	2,863,112
1975	3,119,206	465,000	365,275	3,949,481
1976	3,241,064	455,700	451,177	4,147,941
1977	3,144,017	451,050	604,176	4,199,243

Federal guidelines require that at least ten percent of all funds for Adult Basic Education come from either state or local sources. In 1977, Ohio exceeded this requirement by fifteen percent.



Expenditures by Major Categories

During fiscal 1977, ninety-two percent of the money expended for ABE was used for salaries and related fringe benefits, including inservice education. Four percent went for instructional materials and consumable supplies. The remaining four percent was used for supportive services.



Participation Patterns

Recruitment efforts in Ohio are targeted toward adults having basic academic skills at the eighth-grade level or below. Eighty-five percent of the students entering ABE in fiscal 1977 were at this instructional level.

A total of 114 ABE programs were funded in fiscal 1977, five less than in 1976. All closed programs were small and interested students were able to enroll in nearby ABE classes. As indicated on page 18, the thirteen percent decrease in enrollment was precipitated by adverse weather conditions, energy shortages, and public school fiscal problems.

Fiscal Year	Programs	Enrollees
1973	111	23,392
1974	113	27,967
1975	114	36,284
1976	119	39,483
1977	114	34,361

As might be expected, ABE programs vary considerably in size. Cleveland had 5,775 students in fiscal 1977 and Cincinnati had 5,003. Columbus ranked third with 3,555 students. Akron, Dayton, Scioto Valley, and the Ohio Department of Corrections each served over 1,000 students. Percentages of students served in these and smaller programs are shown at the right.

3,000 to 6,000 Students	
Cincinnati Cleveland Columbus	42%
1,000 to 2,000 Students	
Akron Dayton Ohio Department of Corrections Scioto Valley	15%
300 to 999 Students	
Canton Clermont-Northeastern East Cleveland Lorain Mansfield Muskingum JVSD Springfield-Clark JVSD Toledo Upper Valley Warren Youngstown	16%
100 to 299 Students	
Thirty-Three Districts	17%
Less Than 100 Students	
Sixty-Three Districts	10%

No significant shifts in enrollment patterns took place between fiscal 1976 and fiscal 1977, even though the number of enrollees decreased.

Fiscal Year	Sex		Age Ranges		
	Male	Female	16-44	45-64	65+
1973	39%	61%	83%	14%	3%
1974	38	62	82	15	3
1975	40	60	85	13	2
1976	40	60	87	11	2
1977	39	61	85	13	2

Interagency Cooperation

Through the years, cooperation with business, industry, and other governmental agencies has become increasingly important. Selected examples of joint efforts in fiscal 1977 included:

Cincinnati with Manpower Youth Training, Longview State Hospital, and the University of Cincinnati Rehabilitation Center.

Cleveland with Hough Parent and Child Center, Cleveland Public Library, Navy Finance Center, and the Cuyahoga County Jail.

Columbus with CETA Youth Services, Goodwill Industries, and the United Cerebral Palsy Center.

East Cleveland with the East Cleveland Library.

Four County JVSD with Eastland Community Center in Bryan.

Middletown with Unity House drug treatment center.

Scioto Valley with Goodyear Atomic Corporation.

Southeast Local with Apple Creek State Institute.

Southern State College with Wilmington Public Library.

Vermilion with the local volunteer fire department.

Warren County Board of Education with Opportunity Village in Lebanon.

Participant Accomplishments

Many specific indications of student progress or personal accomplishment were reported for fiscal 1977:

2,969	enrolled in an advanced education or training program.
2,375	passed the GED or received a high school diploma.
1,572	obtained a job as a result of experience gained in ABE.
758	discontinued their dependence on public welfare.
687	registered to vote for the first time.
676	changed to or were upgraded to a better job as a result of ABE.
429	received a driver's license.
151	received U.S. citizenship.

The financial impact of these accomplishments includes a projected savings to the state of over $1,400,000 in public welfare and a minimum increase of $8,800,000 in income for the persons who became employed or were promoted.

Adult Basic Education truly illustrates one of the many ways Ohio is using federal, state, and local resources to help its residents help themselves.

Public Laws 81-874 and 81-815

Public Laws 81-874 and 81-815 provide aid to districts on which activities of the U.S. Government place a financial burden. Amendments also provide financial assistance to school districts affected by major natural and pinpoint disasters. The U.S. Office of Education processes applications, determines priorities and payments, and sends funds directly to local school districts. The state educational agency acts as liaison.

Funds for Maintenance and Operation of Schools

Public Law 81-874 provides funds to school districts affected by (1) a loss of revenue from taxable real property acquired by the federal government; (2) provision of public education to children who live on federal property or whose parents are employed on federal property; (3) a sudden, substantial increase in school attendance as a result of federal activities; and (4) children residing in approved low-rent housing projects.

School districts eligible for assistance—in most instances those in which three percent or more of the students qualify—apply for funds and receive partial payment early in the school year. Final payments are made after end-of-year reports are submitted. Funds received for the first three purposes listed above may be used for any purpose authorized by Ohio law. Funds received for children residing in low-rent housing are used to provide ESEA Title I-type services.

In fiscal 1977, fifty-six school districts in six counties—Clark, Cuyahoga, Franklin, Greene, Licking, and Montgomery—received seventy-seven percent of Ohio's share of funds for general maintenance and operation of schools. The remainder was shared by sixty-four districts in twenty-eight counties. For the first year, 25 of the same 120 districts received nearly $2,500,000 for children residing in low-rent housing projects.

Fiscal Year	Districts	Receipts
1973	143	$ 8,456,369
1974	125	9,652,603
1975	125	9,331,436
1976	133	8,402,062
1977	120	12,677,904

Funds for Construction of School Facilities

Public Law 81-815 authorizes financial aid for construction of urgently needed school facilities in districts having substantial increases in school membership as a result of new or increased federal activities.

Facilities to be constructed may include regular and special classrooms and other instructional areas. The funds may also be used to purchase initial equipment and machinery for approved facilities.

During the past five years, minimal funds have been made available and no Ohio districts have received funds.

Funds for Schools Affected by Major and Pinpoint Disasters

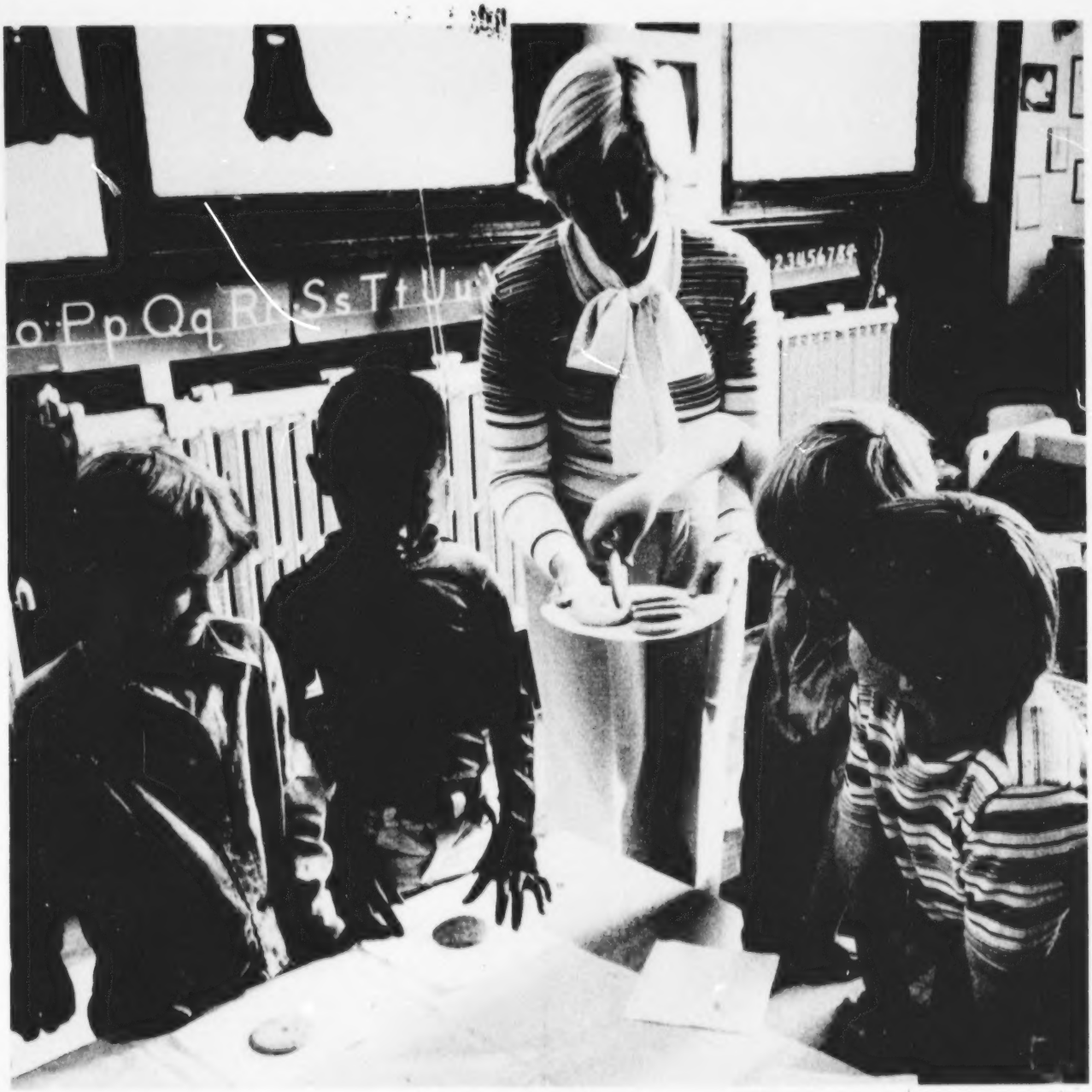
Amendments to Public Laws 81-874 and 81-815 provide for the repair or replacement of damaged facilities and for operation of public elementary and secondary schools in areas affected by major pinpoint disasters.

In fiscal 1977, only one district received major disaster funds. Twenty-two districts applied for pinpoint disaster funds. No claims were processed by the U.S. Office of Education during the year.

Fiscal Year	Districts	Receipts
1973	4	$ 34,804
1974	4	885,376
1975	6	1,309,522
1976	8	2,104,479
1977	1	4,517

Division of Federal Assistance: Fiscal 1977 Financial Summary

ESEA Title I	Basic grant to meet educational needs of disadvantaged youth	$51,107,975
	Special grant to meet educational needs of migrant children	1,489,974
	Special grant to meet educational needs of mentally retarded, emotionally disturbed, deaf, and visually handicapped children in state-operated schools	5,560,206
	Special grant to meet educational needs of orphaned, neglected, and delinquent children in state-operated schools	1,016,371
		$59,174,556
ESEA Title IV-B	Grant for library and learning resources	**$ 7,053,261**
ESEA Title IV-C	Grant to strengthen the Ohio Department of Education, Section 431(a)3 only	**$ 1,788,373**
Adult Basic Education	Federal grant for Adult Basic Education	$ 3,144,017
	State grant for Adult Basic Education	451,050
	Local support for Adult Basic Education	604,176
		$ 4,199,243
Public Laws 81-874 and 81-815	Maintenance and operation of schools in federally affected districts	$12,677,904
	Assistance to schools affected by major natural disasters	4,517
		$12,682,421
	Total	**$84,897,854**



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Public school systems of Buckeye JVSD, Canton, Cincinnati, Circleville, Cleveland, Dayton, Genoa Area, Goshen, Howland, Lima, Middletown, Mt. Vernon, Parkway, Vantage JVSD, Vermilion, Warren, Youngstown; Columbus State Institute; Mohican Youth Camp; Ohio Soldiers and Sailors Orphans Home; Sandusky County Board of Mental Retardation; Scioto Village; Ohio Department of Education.

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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